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Educación
2030



Policies on teachers with a focus on continuous training

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Learning and Teaching in the
Education 2030 Agenda

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IMPROVEMENT PROPOSALS

(Vaillant y Marcelo, 2015, Eurydice, 2013; OECD, 2012 and 2009; Mourshed, Chijioke and Barber, 2010)

Analysis of educational improvement processes in countries with the best results shows the importance of policies on teachers, and in particular those that relate to training and professional development.

CONTINUOUS TRAINING - REGIONAL OVERVIEW

(Ortega, 2013; Terigi, 2009; Ávalos, 2007; Tenti, 2007)

- ❑ The quality of teacher training is a decisive factor in achieving educational improvement.
- ❑ So far, 'more of the same' has been offered, and few initiatives offer powerful innovations.
- ❑ The challenge is to overcome the traditional training model, which was very successful in its times but is now obsolete.

POLICIES ON TEACHERS = DIFFICULT POLICIES

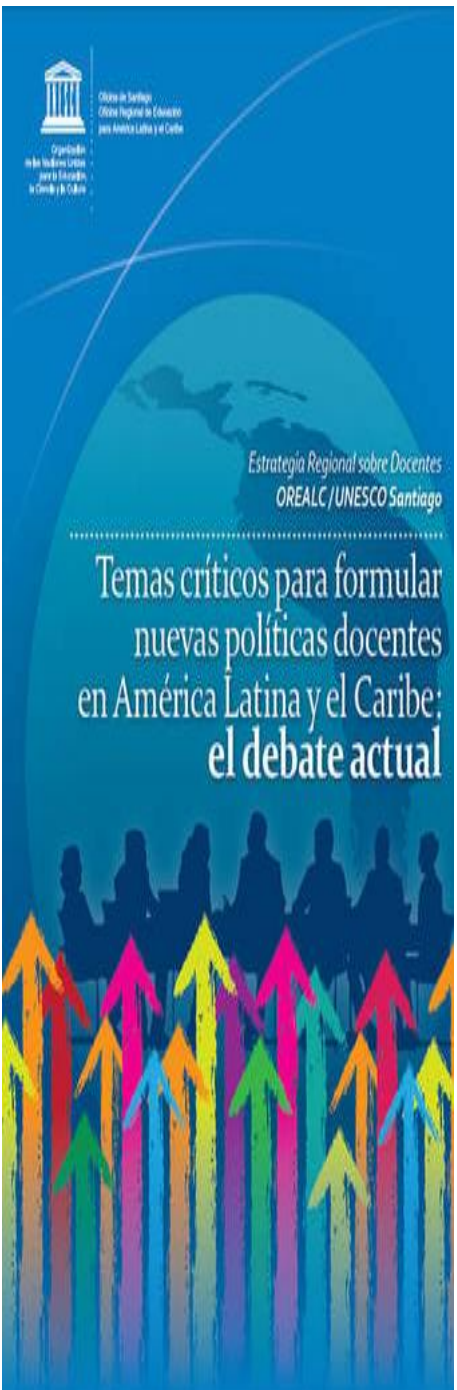


KEY AREAS X 3



DIMENSIONS OF A POLICY ON TEACHERS





Evidence:

- Deterioration in teachers' working conditions
- Drop in morale
- Abandonment of the profession
- Absenteeism
- Uncertainty
- Identity crisis
- Negative impact on education quality

CHANGES IN TEACHERS' JOB

- ❑ Greater demands on educational centres and teachers
- ❑ Ever more diverse student body
- ❑ More complex classroom environments
- ❑ Technologies + technologies
- ❑ Importance of education in values
- ❑ The need to think about competencies

ASPECTS TO CONSIDER IN CONTINUOUS TRAINING

- ❑ Thousands of hours as students are not free - prior socialisation
- ❑ The content taught creates identity
- ❑ People learn to teach by teaching - the value of practical knowledge
- ❑ Isolation: teachers own their classrooms

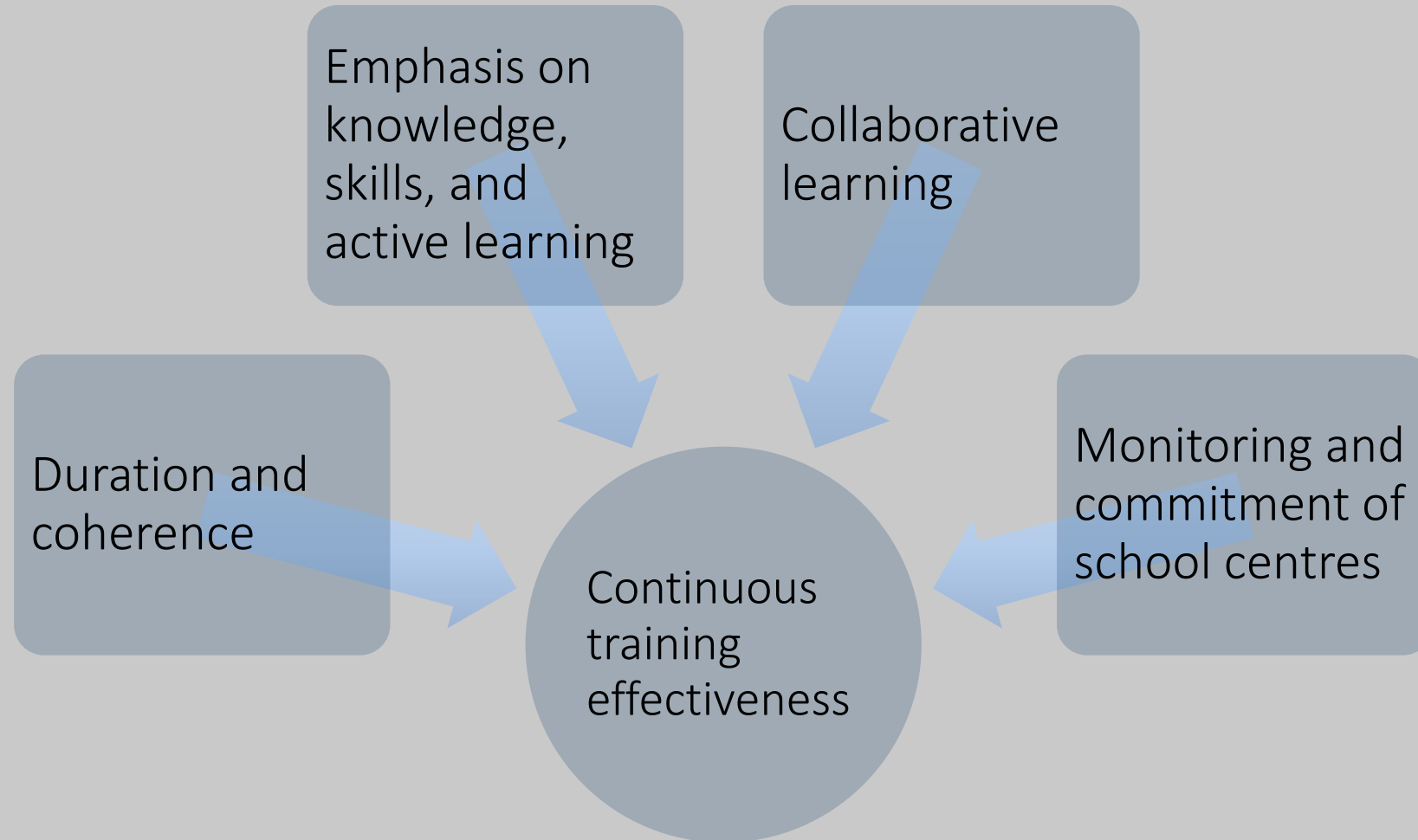
STAGES IN TEACHERS' LIVES

(Huberman, 1993)

YEARS OF EXPERIENCE	STAGES
1 - 3	The start: exploring the task and their own path
4 - 6	Stabilisation and consolidation of a teaching repertory
7 - 25	Diversification, activism Revision
26 - 33	Serenity, distance Conservatism
34 - 40	Detachment (serene or bitter)

KEY FACTORS IN CONTINUOUS TRAINING

(Ingvarson et al., 2005)



WEAKNESSES OF POLICIES ON TEACHERS

- ❑ Weak public institutions for policies on teachers in the region's countries.
- ❑ Absence of integrated policies on teachers.
- ❑ Discontinuous actions and investment levels.
- ❑ Insufficient space for participation and dialogue with stakeholders in the education system.

CONTINUOUS EDUCATION AND ITS TOUCHSTONES

- ❑ Teachers learn in a manner centred on or referring to the practice of teaching.
- ❑ Practice communities as a factor in teachers' learning.
- ❑ Continuity of learning by teachers throughout the career.

CHARACTERISTICS AND PROBLEMS

EMERGING RESPONSES

Intense activity and low impact of CT actions.

National CT plan designs are for the medium term.

Low relevance and quality of training offered: background and quality of training personnel.

Alliances with accredited universities

Lack of linkage with the real life situation in schools.

Experiences of collaborative learning relating to teachers' work in school.

Lack of understanding of the heterogeneity of teachers.

Experiences of support for beginner teachers and advisory support from expert teachers.

“Perverse” effects of the link between CT and remunerations / promotions (reliance on credentials)

Teaching career design that privileges performance in articulation with DPD

CONTINUOUS TRAINING: SUCCESSFUL INITIATIVES

(Ortega, 2013, Vélaz de Medrano & Vaillant, 2009; Mourshed, Chijioke & Barber, 2010).

- ❑ National teacher training policies
- ❑ Mechanisms to promote entry into the profession
- ❑ Standards for training
- ❑ Grants
- ❑ Networks for professional development between peers
- ❑ Usage of technology for teaching
- ❑ Programmes to bring people into teaching.

CONTINUOUS TRAINING

How can we make continuous training have an impact on what teachers do in the classroom?

- ❑ agreement regarding basic criteria to be met during the training stage;
- ❑ monitoring the results of teacher training;
- ❑ selection of training personnel; and
- ❑ programmes to bring people into teaching.



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Many thanks!

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